

## **Place of the grammar tasks in system of study Ukrainian as foreign language**

The feature of grammatical material is that its assimilation doesn't remain at the level of perception. It requires realization in the corresponding skills which are reached by trainings. The didactic essence of methods is that the teacher directs foreign students to development language skills by means of special tasks.

Formation of grammatical concepts is one of the basics of grammar studying. This process is carried out consistently, including systematic complex work on different aspects of language phenomena. Implementation of perspective communications during studying of grammatical material has special value. Its deep understanding promotes successful formation of spelling and punctuation skills and also development of informal conversation of foreign students. Today, when education of Ukraine experiences considerable changes, "the higher education institution has to provide achievement of certain level of Ukrainian as foreign language by every foreign student, which is specified in the educational standard", – M. Prots claims [7, c. 2].

Definition of the most rational system of training and grammatical exercises is main problem of methodology of teaching Ukrainian as foreign language. Outstanding methodologists, scientists, classify differently language exercises, proceeding from different criteria: contents (according to the chapters of the program), carrying out forms (oral and written), places of carrying out, informative activity, complexity degree, by criterion of communicativeness, on the educational purposes and so forth.

Today classification of I. Doroshenko is considered as the most reasonable. It is based on the didactic purpose of each language exercise, degree of independence and creativity of students during its solving. According to this classification all exercises are divided on preparatory, introductory, training and finishing [4].

V. Zanin, during study of different classifications (according to the nature of operations performed by students, according to the nature of activity, according to the educational purpose, according to the relation to the source text, according to the formation of spelling skills, according to the linguistic contents, according to the tasks of language material), accents that "organizing study of training material and creating the system of exercises, the teacher should be guided by the role which every issue has to play in the course of conversational practice improvement of foreign students " [1, c. 29].

According to the author the most expedient are opposition of such types of work as carried out on the ready material and created of language material from the beginning. The exercises of the first group provide: observation and analysis of language units. The second group is made by exercises created on the coherent texts (creative works) and on editing someone else's and own statements [1]. The formation of spelling skills pass the following stages: perception and reproductive reconstruction of language means; formation of abilities to create and to use language means; formation of abilities to chose proper language material required for expression of certain sense; to use adopted language material in unprepared statements [1].

Each of abovementioned stages is answered by performance of certain type of exercises: analytical (qualification and selective), transformational, constructive and communicative. Only when each of carried-out works plays the role in formation of a certain communicative skill and all exercises are purposeful, the following one connected with previous one and rise foreign students on the new level of adopted non-mother tongue, they make complete system that is one of the most important prerequisites of successful study. During adoption of Ukrainian as foreign language it is important to consider that it is not only a subject of study, but also means of adoption of other subjects of the program of preparatory department of higher education institution. For this purpose it is necessary to offer students the tasks of practical direction regularly: composing phrases and sentences of the given words which belong to different parts of speech [3].

Grammatical concepts are formed as a result of long work on the corresponding language material which is offered by the teacher. Kakorina E.V., Savchenko T.V., Kostyleva note that this work consists of such components as perception of the certain language phenomena, abstraction, allocation of the phenomena of signs, essential to this group, its generalizations, in a special word term [4, c. 103].

The analysis of program material of Ukrainian as foreign language is shown that it is provided such sequence of linguistic material study that allows to establish scientifically proved connections of new material with previously adopted. For example, the program is provided acquaintance of students with parts of speech: noun, adjective, numeral, pronoun, verb, adverb. One of the leading tasks of parts of speech studying is development of oral and written speech that provides enrichment of foreigners' lexicon [3; 4, c. 110].

It should be remembered that during creation in students' consciousness the idea about grammatical structure, it is necessary to give complete information of the studied language unit. It will promote systemacity in determination of language category and at the same time will give the chance to realize more deeply features of this or that part of speech as independent lexically and grammatically category of words. According to our opinion, it is necessary that the work methodic on grammatical concepts at classes of Ukrainian as foreign languages consists of four stages:

- analysis of the text (literary, language);
- allocations of essential structures and its generalization;
- specification of the trained material.

On the basis of the analyzed methodical and pedagogical literature and pedagogical experience, we have determined methodical conditions which promote full adoption of grammatical concepts by foreign students at classes of Ukrainian as foreign language by the outlined problem.

We distinguished the following conditions:

- application of active methods of study at classes of Ukrainian as foreign language;
- purposeful work for development of the linguistic relation to the word, to the sentence, to the text as units of conversational practice;
- awareness of essential and insignificant structures of concept;
- inclusion of a new concept in the system of previously adopted;
- use of speech experience and interrelation of the corresponding language categories;
- use of visual means during grammar studying;
- formation of interest to study of something new.

Study of parts of speech at classes of Ukrainian lessons as foreign will be effective at the condition of application the different forms of educational activity: individual, collective, group, etc.; use of problematic issues; creation of problem situations, didactic games, game and speech situations of real character which could help students to master grammatical concepts during the language material study.

The important stage at classes of Ukrainian as foreign language is formation in foreign students the profound understanding of lexical meaning of words with its grammatical meaning which reveals during the work with the text. It is expedient to carry out such work both at classes of Ukrainian as foreign, and at integrated classes of conversational practice. Texts give the chance to see grammatical material in action, form ability to use grammatical forms by foreign students.

Selecting exercises, it is necessary to consider not only the content of material which is studied, but also character and a form of tasks performance (oral, written), connections of exercises, the sequence by degree of the difficulty (from simple to difficult). At the same time it is very important to choose such exercises which allow to provide practical application of the got theoretical knowledge. Work on its adaption has to finished with conversational practice.

It should be noted that to overload foreign students with many tasks and exercises is prohibited. Its quantity, undoubtedly, has to be optimum. Instructing to performance of the set exercise has to conclude explaining of possible difficulties and typical mistakes which students could faced during performance of the offered task.

Thus, grammatical and lexical tasks are basic means for language adaptation, knowledge improvement and skills development. Development of necessary skills guarantees only well thought and tested system of tasks which is based on variations of conditions when knowledge, increasing of difficulty degree and scientifically proved sequence are applied.

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